**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fifth Grade – Module 1**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* *Standards 5.NBT.3 and 5.NBT.4 are only assessed in Fifth Grade Module 1.* The remaining standards in this module will be assessed again in later modules. (See checklist on page 5.)
* Item 3 on the Mid-Module Assessment and item 4 on the End-of-Module Assessment assess multiple domains. We recommend scoring item parts separately. Teams may want to quickly calibrate and/or adapt the rubric to better reflect proficiency with the standards assessed. The score sheet has been adjusted to reflect this recommendation. Also consider adjusting the weight of the scores for the domains. (Less weight for domains that are only assessed by one item, more weight for domains assessed with multiple items.)

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Grade 5 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 5 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5.OA | 1 |  | X |  | X |  |  |
| 2 |  | X |  | X |  | X |
| 3 |  |  |  |  |  | X |
| 5.NBT | 1\* | X | X |  |  |  |  |
| 2\* | X | X |  |  |  |  |
| 3a\* | X |  |  |  |  |  |
| 3b\* | X |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |
| 5\* |  | X |  |  |  |  |
| 6\* |  | X |  |  |  |  |
| 7\* | X | X |  | X |  |  |
| 5.NF | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3\* |  |  |  | X |  |  |
| 4a\* |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |
| 5a\* |  |  |  | X |  |  |
| 5b\* |  |  |  | X |  |  |
| 6\* |  |  |  | X |  |  |
| 7a\* |  |  |  | X |  |  |
| 7b\* |  |  |  | X |  |  |
| 7c\* |  |  |  | X |  |  |
| 5.MD | 1 | X | X |  | X |  |  |
| 2 |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |
| 3b\* |  |  |  |  | X |  |
| 4\* |  |  |  |  | X |  |
| 5a\* |  |  |  |  | X |  |
| 5b\* |  |  |  |  | X |  |
| 5c\* |  |  |  |  | X |  |
| 5.G | 1 |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |
| 3 |  |  |  |  | X |  |
| 4 |  |  |  |  | X |  |

**Fifth Grade Module 1: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | |
| Question | Number and Operations in Base-Ten | | Measurement and Data | 5.NBT.1 | 5.NBT.2 | 5.NBT.3a | 5.NBT.3b | 5.NBT.4 | 5.MD.1 |
| 1 | 0 1 2 3 | |  |  |  | X | X |  |  |
| 2 | 0 1 2 3 | |  | X | X |  |  |  |  |
| 3a | 0 1 2 3 | |  |  |  |  |  | X |  |
| 3b |  | | 0 1 2 3 |  |  |  |  |  | X |
| 4 | 0 1 2 3 | |  | X | X | X | X | X |  |
|  | |  | |  |  |  |  |  | | | |
| Domain  Score | Number and Operations in Base-Ten | | Measurement and Data | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | |
| Level |  | | \*Consider less emphasis on this score in the grade book since it reflects only one item. |
| Level 3 | 10-12 points | | 3 points |
| Level 2 | 6-9 points | | 2 points |
| Level 1 | 0-5 points | | 0-1 points |

Notes:

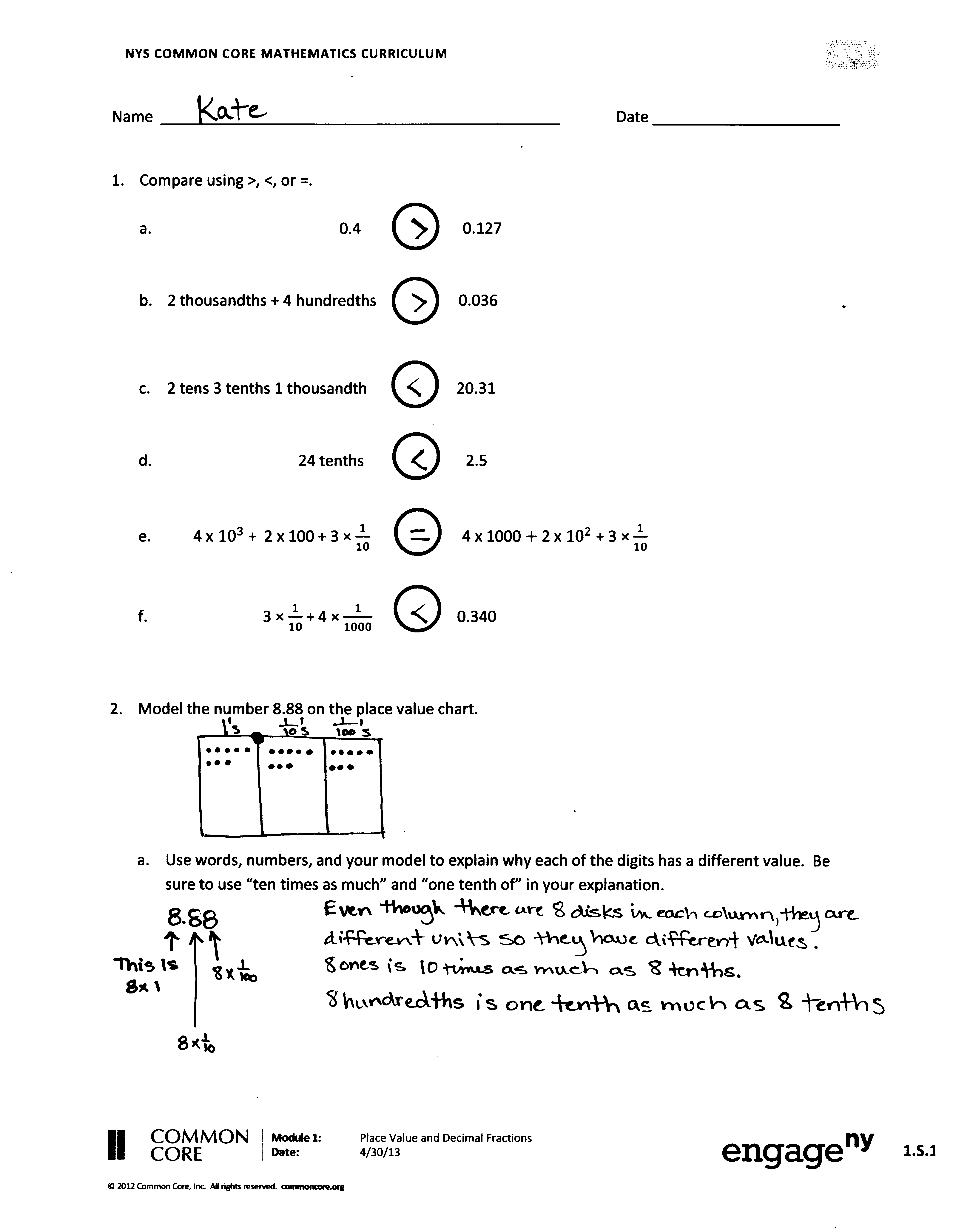
**Fifth Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| **Fifth Grade Module 1: Mid-Module Assessment Task (Topics A–C)**  **Clusters and Standards Addressed** |
| **Generalize place value understanding for multi-digit whole numbers**  **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **5.NBT.3** Read, write, and compare decimals to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  **5.NBT.4** Use place value understanding to round decimals to any place.  **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

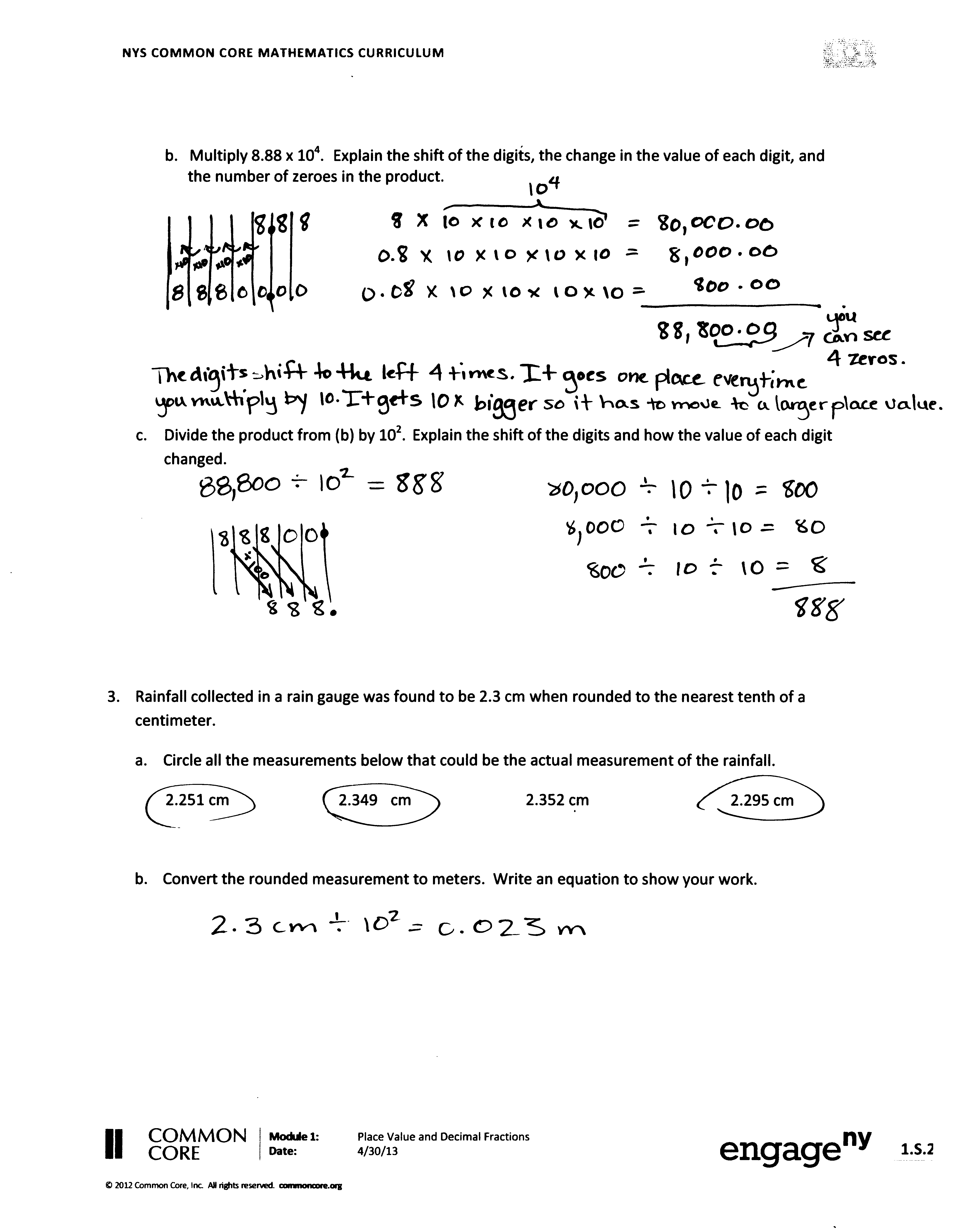
**Fifth Grade Module 1: Mid-Module Assessment Task Rubric**

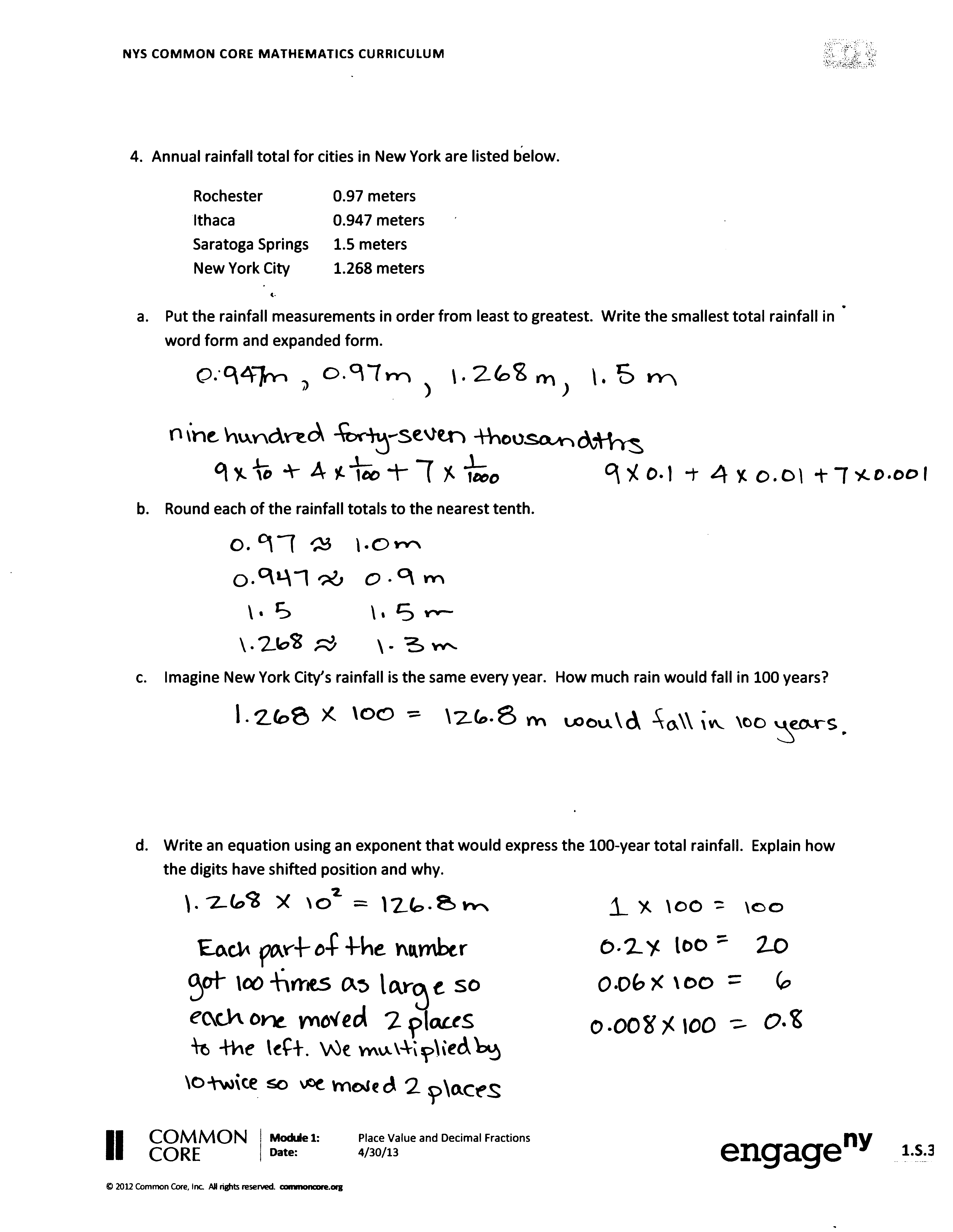
| **Fifth Grade Module 1 Mid-Module Assessment: A Progression of Learning** | | | | |
| --- | --- | --- | --- | --- |
| **Assessment  Task Item**  **and**  **Standards Assessed** | **STEP 0**  **Little evidence of reasoning without a correct answer.**  **(0 Points)** | **STEP 1**  **Evidence of some reasoning without a correct answer.**  **(1 Point)** | **STEP 2**  **Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.**  **(2 Points)** | **STEP 3**  **Evidence of solid reasoning with a correct answer.**  **(3 Points)** |
| **1**  **5.NBT.3a**  **5.NBT.3b** | The student answers none or 1 part correctly. | The student answers 2 or 3 parts correctly. | The student answers 4 or 5 parts correctly. | The student correctly answers all 6 parts:  a. > d. <  b. > e. =  c. < f. < |
| **2**  **5.NBT.1**  **5.NBT.2** | The student answers none or 1 part correctly. | The student answers 2 parts correctly. | The student is able to answers all parts correctly but is unable to explain his strategy in (a), (b), or (c), or answers 3 of the 4 parts correctly. | The student accurately models 8.88 on the place value chart, and correctly:   * Uses words, numbers, and model to explain why each digit has a different value. * Finds product 88,800 and explains. * Finds quotient of 888 and explains. |
| **3**  **5.NBT.4**  **5.MD.1** | The student is unable to identify any answers for (a), or answer (b) correctly. | The student identifies 1 or 2 answers correctly for (a), and makes an attempt to convert but gets an incorrect solution for (b). | The student identifies 2 answers correctly for (a), and converts correctly for (b), or identifies 3 answers correctly for (a) and converts with a small error for (b). | The student identifies all 3 answers correctly for (a), and answers (b) correctly:   1. 2.251 cm, 2.349 cm, 2.3955 cm. 2. 2.3 x 102 = 0.023 m. |
| **4**  **5.NBT.1**  **5.NBT.2**  **5.NBT.3**  **5.NBT.4** | The student answers none or 1 part correctly. | The student answers 2 problems correctly. | The student is able to answer all parts correctly but is unable to explain strategy in (d), or answers 3 of the 4 problems correctly. | The student correctly responds:   1. 0.947 m, 0.97 m, 1.268 m, 1.5 m.  * 947 thousandths meters. * 0.9 + 0.04 + 0.007 = 0.947 m.  1. Rochester ≈ 1.0 m, Ithaca ≈ 0.9 m, Saratoga Springs ≈ 1.5 m, NYC ≈ 1.3 m. 2. 126.8 m. 3. 1.268 x 102 = 126.8. |

**Fifth Grade Module 1: Mid-Module Assessment Task Key**



**Fifth Grade Module 1: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 1: Mid-Module Assessment Task Key (continued)**

**Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of Module Assessment** | | | | | | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | | | | | | |
| Question | Number and Operations in Base-Ten | | Measurement and Data | 5.NBT.1 | | 5.NBT.2 | | 5.NBT.3a | | 5.NBT.3b | | 5.NBT.4 | | 5.NBT.7 | 5.MD.1 |
| 1 | 0 1 2 3 | |  | X | | X | |  | |  | |  | |  |  |
| 2 | 0 1 2 3 | |  |  | |  | |  | |  | |  | | X |  |
| 3 | 0 1 2 3 | |  |  | |  | | X | | X | |  | |  |  |
| 4a-c | 0 1 2 3 | |  | X | | X | | X | | X | | X | | X |  |
| 4d |  | | 0 1 2 3 |  | |  | |  | |  | |  | |  | X |
|  | |  |  |  |  | |  | |  | |  | |  | | | | |
| Domain  Score | Number and Operations in Base-Ten | | Measurement and Data |  | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | | | | | |
| Level |  | | \* Consider less emphasis on this score in the grade book since it reflects only one item. |  |
| Level 3 | 10-12 points | | 3 points |  |
| Level 2 | 6-9 points | | 2 points |  |
| Level 1 | 0-5 points | | 0-1 points |  |

Notes:

**Fifth Grade Module 1: End-of-Module Assessment Task Score Sheet**

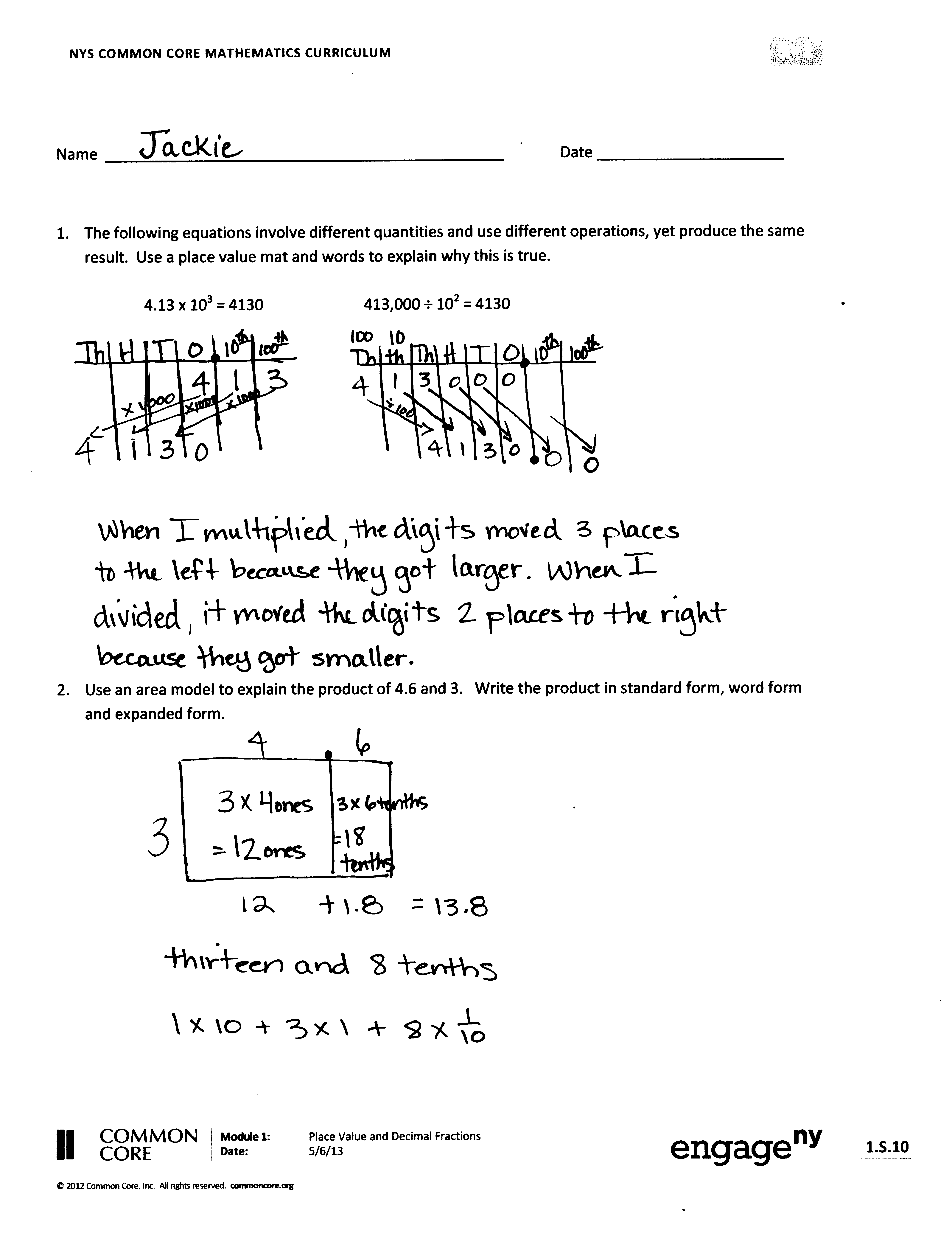
|  |
| --- |
| Fifth Grade Module 1: End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Generalize place value understanding for multi-digit whole numbers.  5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **5.NBT.3** Read, write, and compare decimals to thousandths.  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).  b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  5.NBT.4 Use place value understanding to round decimals to any place.  **Perform operations with multi-digit whole numbers and with decimals to hundredths.**  **5.NBT.7** Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Convert like measurement units within a given measurement system.**  **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

**Fifth Grade Module 1: End-of-Module Assessment Task Rubric**

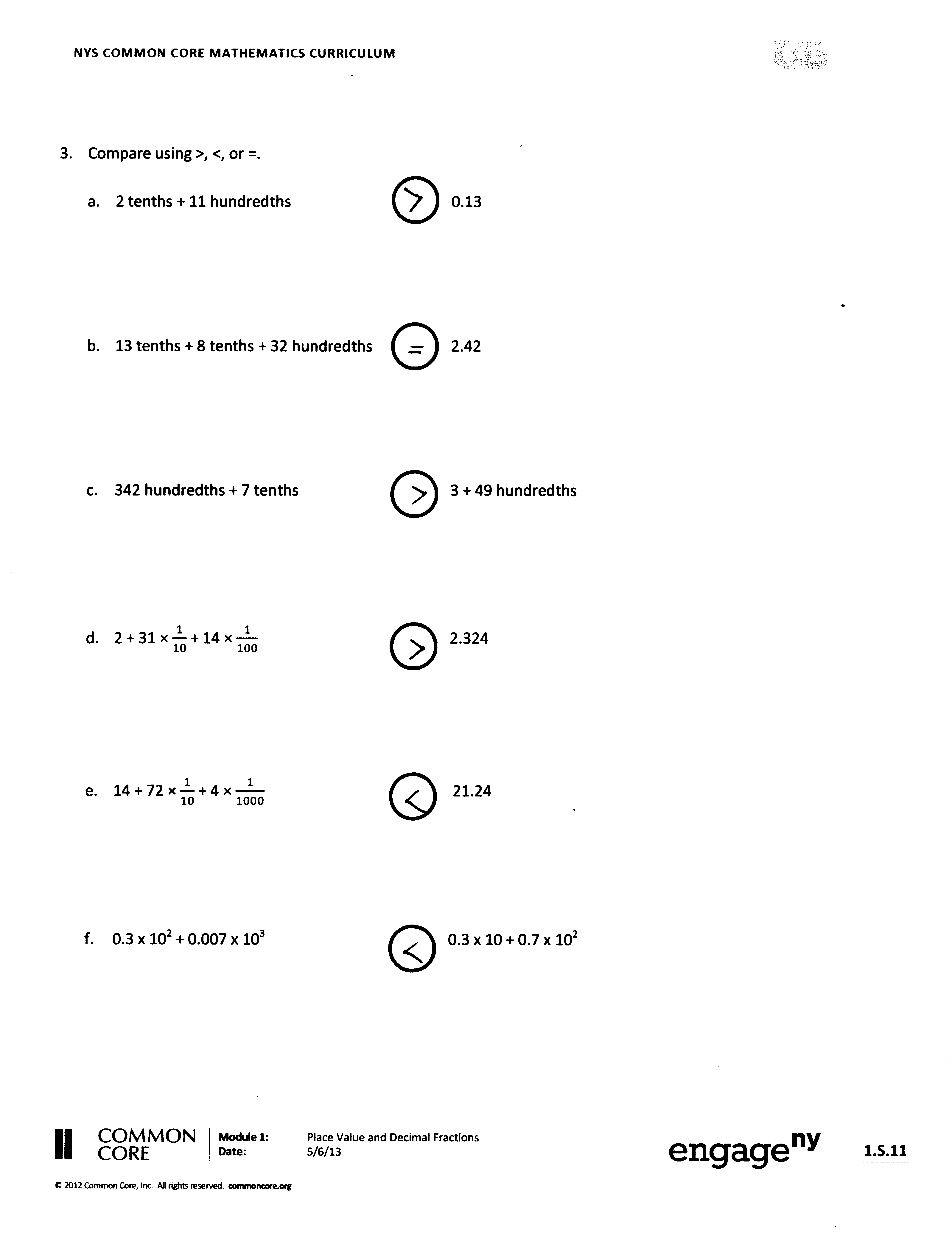
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| Fifth Grade Module 1 End-of-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| 1  5.NBT.1  5.NBT.2 | The student is unable to provide a correct response. | The student attempts but is not able to accurately draw the place value mat or explain reasoning fully. | The student correctly draws place mat but does not show full reasoning, or explains reasoning fully but place value mat doesn’t match the reasoning. | The student correctly:   * Draws place value mat showing movement of digits. * Explains movement of units to the left for multiplication and movement of units to the right for division. |
| 2  5.NBT.7 | The student is unable to use the area model to find the product. | The student attempts using an area model to multiply but inaccurately. Student attempts to write either word or expanded form of inaccurate product | The student uses the area model to multiply but does not find the correct product. Student accurately produces word and expanded form of inaccurate product. | The student correctly:   * Draws an area model. * Shows work to find product 13.8. * Accurately expresses product in both word and expanded form. |
| 3 \*  5.NBT.3a  5.NBT.3b | The student answers **none or 1 part** correctly. | The student answers **2 or 3** parts correctly. | The student answers **4 parts** correctly. | The student correctly answers **5 or 6 parts**:  a. > d. >  b. = e. <  c. > f. < |
| 4a-c \*  5.NBT.1  5.NBT.2  5.NBT.3a  5.NBT.3b  5.NBT.4  5.NBT.7 | The student answers **0** parts correctly. | The student answers **1-2** of the 9 parts correctly. | The student correctly answers **3-4** of the 9 parts. | 4 a-c: The student correctly answers **5 or 6 of the 6 parts.**   1. **1. Estimates** 10.357 g to 10.4 g; 12.062g to 12.1 g; and 7.506 as 7.5; **2**. **finds sum 30 g; shows work or model.** 2. **3.** Finds **sum** 29.925 g   **4.** Finds **difference** 0.075 g.  Allow a different difference if the incorrect answer is obtained because of an error in part a.   1. **5. Finds quotient** 5.985g and   **6. Explains strategy** used.  Allow for one computation error. |
| 4d \*  **5.MD.1** | The student answers **0** parts correctly. | The student answers **1** of the 3 parts correctly. | The student correctly answers parts 1 & 2 or 1 and 3. (See Level 4d rubric) | 4d. Answers all **3 parts** correctly.  **1. Rounds** 5.985g to 6g: allow a rounding error.  **2. Converts to** 0.006 kg and shows equation as 6 ÷ 103 or 6 ÷1000 = 0.006kg.  **3. Describes** that dividing by 1000 moves the digits 3 places to the right.  **OR**  The student correctly **converts** to kilograms and **explains** reasoning. (Parts 1 and 2) |

**Fifth Grade Module 1: End-of-Module Assessment Task Key**



**Fifth Grade Module 1: End-of-Module Assessment Task Key (continued)**



**Fifth Grade Module 1: End-of-Module Assessment Task Key (continued)**

